

Childhood Education

Toward Maturity: A Mid-century Challenge

**We USE Our
LIVING HERITAGE**

OCTOBER 1950

JOURNAL OF

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Childhood Education

For Those
Concerned
with Children

*To Stimulate Thinking
Rather Than
Advocate Fixed Practice*

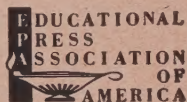
Next Month—

The November issue will be developed around the theme "Toward Maturity: We Grow in Self Understanding." Ruth Cunningham is the planning editor.

Virginia M. Axline looks at emotional growth, and Rose Lammel discusses how to encourage growth toward maturity. Achieving social maturity is analyzed by Bernard Kutner. What group living can contribute to understanding is examined by Donald Nylen.

Frances Horwich studies the task of helping the individual to find himself in relation to broad concepts of time and space. A look at ourselves through children's eyes is contributed by Gladys Junker.

News and reviews keep you informed.



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“How can our living heritage be used to improve general human welfare?”

We Use Our Living Heritage

THROUGHOUT THE HISTORY OF AMERICAN EDUCATION, SCHOOLS HAVE been charged with the task of building citizens with an understanding and an appreciation of our cultural heritage. But today, as never before, children must be helped to understand and appreciate our democratic way of life as the basis for sound citizenship in a highly interdependent and explosive world. When we view the shocking conditions which exist in a world which boasts the greatest civilization of all time, it becomes abundantly clear that citizens must be developed who also know how to use our living heritage for the improvement of human living both at home and in other lands.

As a result of this demand, educators are seeking answers to many

questions which deal with this problem: How can an understanding of what made our country great be used to promote greater national and world security today? In view of what we know about our cultural heritage, how can our young people be helped to live more realistically in the present? How can we educate the oncoming generation to make wiser use of our human, natural, and scientific resources and knowledge so that a better life may be achieved for more people? How can we help children better to understand the conditions in which our democratic values are rooted and at the same time redefine these values when they fail to meet our present needs?

Traditionally, we have been inclined to think of our cultural heritage chiefly in terms of the past. Often this was interpreted to mean the long ago and far away. This concept of our cultural heritage has been all too prevalent in the text books, maps, charts, and recordings which are used in our schools.

This way of thinking stemmed from the belief that our cultural heritage consisted of a body of knowledge to be handed on without question from one generation to another. It also stemmed from the belief that the child needed to learn about his world from afar since he was too removed from society and too immature to cope with its problems. It was believed that, after studying the world from a distance, the individual would later emerge as an adult citizen capable of participating responsibly in his world. Moreover, this way of thinking had its roots in the belief that literacy was synonymous with citizenship education.

Contrary to these beliefs, modern research and observation show the child to be an integral part of the society in which he lives. He learns his social understandings and skills by practicing them at first hand on problems within his realm of comprehension and ability. If he is to come to intellectual and emotional grips with social problems as an adult citizen, he must learn about the actual workings of our modern society by attacking real problems from the beginning.

WHEN OUR LIVING HERITAGE IS VIEWED IN THIS LIGHT, THE NEED for a more dynamic approach to the study of the past becomes imperative. Programs and practices in schools must be re-appraised and re-evaluated to determine how our living heritage is being used to improve general human welfare. This requires that erroneous ways of thinking be exploded and new ones substituted. It also means that community practices must be investigated. And it demands that more functional teaching materials must be utilized for this purpose. It is to help clarify some of these problems that the present issue of CHILDHOOD EDUCATION has been prepared.—WANDA ROBERTSON, *associate professor of education, University of Utah, Salt Lake City, special planning editor for this issue of CHILDHOOD EDUCATION.*

Our world today is blessed with a magnificent living heritage. Helping children to understand this heritage and how to use it for the betterment of themselves and society are the problems pointed up and analyzed by Lorene K. Fox, associate professor of education, Queens College, Flushing, New York.

THE ATOM BOMB IS PART OF OUR CULTURAL heritage. So are all the ways that men, women, and children over the world are feeling about it. So indeed are the grave possibilities for good or for bad that the advent of atomic energy in a changing, technological, scientific, interdependent age such as ours brings with it—possibilities for unprecedented social progress, in terms of the highest values we know, or for total human destruction.

All of this—the resources, attitudes, dispositions toward choice—is the cultural heritage of America's school children quite as surely as are the ancient civilizations of Greece and Rome, the Magna Carta, the Battle of Bunker Hill, the Monroe Doctrine. So is the Great Depression a part of the cultural heritage, with all the lessons we learned or might have learned from it. So are the two world wars, for which we have paid and still pay so dearly. So are the New Deal and the Fair Deal, the devotion, promises, fears each has come to inspire.

It is later than we think, we might say of our cultural heritage, and *it is also greater than we think*—much greater than our forefathers ever visualized. The early schools of this nation professed two major purposes: (1) to teach the tools of academic learning or the three R's, and (2) to transmit to the young the cultural heritage.

These schools were set up, it should be remembered, to supplement the practical, varied, rigorous program of learning-by-doing carried on simultaneously on the self-sufficient farms of the day.

UNDERSTANDING

In many important ways this functional program of home and field education outside the school was the *real* induction of the young into the culture, the more significant transmission of the cultural heritage broadly conceived.

Somehow this distinction did not find a place in the pedagogical considerations of the day, however; and the term "cultural heritage" came to refer primarily to that narrow body of historical information or content which the schoolmasters, poorly trained in many instances, sought to transmit to their scholars through memorization and drill. That was long ago. But the misconception persists and, in company with others of more recent vintage, presents a challenge to those who would look realistically at our heritage.

With this in mind, it is well to review the fact that each of us is born *into* a particular culture—of neighborhood, social class, racial group, geographic region, national community. That culture has been built upon or re-made in some way by everything that has happened up to the time of our birth. History is reviewed and re-made by *our* generation, just as it has been and will be by every other one.

There Are Many Teachers

It is obvious then that the induction of the young into the culture today is not a matter solely for the schools. To put it simply, our children learn many things that the schools don't teach them. They learn from every experience, firsthand and vicarious, inside and outside the school.

OUR HERITAGE

The whole of life educates; the whole of the community educates. And the whole of the community must assume responsibility. It is difficult for some schools and some communities to recognize this principle of learning. But those who do, perform their functions much more thoughtfully and more effectively.

We are coming more and more to realize that many of the most significant and lasting learnings—ways of thinking of one's self, of relating one's self to others, of facing problems, of meeting difficulties, of asking questions, of thinking through possibilities—are pretty well begun before children ever reach school age.

Within the broader cultural framework, the home and neighborhood and later the wider community set the tone; they give the child his start. In large part they determine "human nature." The schools continue and contribute to this process to varying degree, dependent upon the identity or disparity of values, purposes, and methods of operation. It has been shown again and again that children's attitudes are far more closely related to their behavior than to any body of facts or information which they have been obliged to amass.

One learns what he lives, Dr. Kilpatrick reminds us—at home, in school, on the street, at the docks, in the dime store, outside the power plant or corner garage, at the city dump, in the tree hut, in the school bus, on the ball diamond. Children learn from one another and they learn from adults. They interact with their environment, whatever and whomever it consists of.

Previous discussion in this article makes a third point obvious. All of the cultural heritage, all of life, cannot be brought into the schools. They must therefore be selective. The public schools, it should be remembered, are charged specifically and deliberately with the responsibility of helping boys and girls to grow up more intelligently and effectively as citizens in a democracy; more effectively, that is, than if they were left to their own resources or to those of other agencies in the community—the home, church, 4-H Club, or other organized groups. This poses a major task of selection and planning—for both the school and community.

One thing is clear. Committed as we are to the historic values of our particular national culture, we must select for the schools in terms of those values. By their very nature, the schools must be dedicated to the furtherance of democratic purposes, democratic methods, democratic ends. They cannot take a neutral position, socially or otherwise. A neutral position in time of crisis and cultural conflict is one of inaction; and inaction is not neutral.

The social direction determining the selection and planning of the curriculum must be unmistakable and deliberate. It must lead to increased concern for human welfare, to deepened recognition of the worth and dignity of every member of school and community, and of wider and wider community. It should lead to intelligent study and increased consciousness of the mores and ideals and values of our culture, of their sources and historic development. It should enable children to identify themselves as part of a magnificent flow of history, dedicated through the years to the improvement of human living.

The schools should be, in every phase of their program, on the side of the people. They should examine and re-examine their policies and practices, their ways of thinking and acting, in terms of the highest human values that we know.

"Teaching" May Not Be "Learning"

We must select and plan with conviction, and with increased understanding of children and the learning process. Thoughtful experiences and experiments have shown that children don't *learn* everything that we *teach* them. When we focus not on what the teacher teaches but on what the children learn, we discover several things.

We discover, for example, that logical sequence in the history book or teacher's outline or course of study does not insure logical sequence in children's learning; that beginning at the beginning may indeed at times be the least helpful approach because it has least meaning.

To some of us, as children, there were only two categories—the now and the long ago—nothing in between. Classification, therefore, was as faulty as it was simple, despite the minute, tedious, allocation of subject matter to grades and weeks and months.

We find that even those boys and girls who start with Ancient Civilization as little children, work their way up through the Middle Ages in the middle grades, and finally at long last, in their senior year of high school, reach Contemporary Civilization, still have difficulty with the time sequence.

Children work out their own logic of organization, whatever the sequence of their learning. They arrive at their own concept of time, their own sense of relationships, their own realization that

there is not just history, but *histories*, dependent upon the particular emphasis or points of vantage. And this is a later, not an earlier, process.

The teacher cannot teach these understandings, as such. They develop; but they develop better with her sympathetic understanding and help. There is no one approach or order or procedure to fit all situations. The main thing is that the problem or study or experience selected be close to the children, that it touch their own lives as they see it and feel it, that it be geared in the direction of democratic values as we have defined them.

Focusing on learning we note further that fantasy and make-believe, however popular the pattern, contribute little to real understanding or clarification of concepts. Real education must be *real* education, not bent and distorted to fit a modish pattern or unit of work.

We have discovered that continuously singing songs about and reading and writing stories about and working arithmetic problems about and drawing pictures about and preparing a "culminating activity" about Spring, or China, or Courtesy, or Transportation, or Health for six weeks, is *not* necessarily the most effective or the most "real" or the best "integrated" or the "whole child" way of helping children to understand and make use of their culture.

True, the unit-of-work pattern came about as a sincere attempt to improve educational method, to challenge children's interests, to get away from a "reading about" program, to make the learning "life-like." Many of us lived through and loved it.

But the significant thing is that we lived *through* it, now some ten or fifteen years ago. We moved out of that concept of education because we saw several

things about it that seemed unsound as a way of helping children to learn.

Too many times, we noted, the integration of subjects or "tools" was forced and unnatural. Too many times a unit-centered program crowded out timely, important, and vital interests of children that would otherwise have had a chance to develop during the same period.

Too many times, the element of make-believe took a disproportionate amount of time, quite outshone the reality in the situation, contributed little real learning and, worse, at times badly distorted and misrepresented the facts. (To those whose units of work do *not* suffer from these inadequacies, we suggest that you find a new, more descriptive term, one that is less fraught with the meanings here implied.)

When we focus not on the teaching but on the learning, we find that children do not come to appreciate their cultural heritage most deeply through a "reading about" program alone. They need help in becoming aware of and making use of many sources of information and understanding: the people with whom they can talk or write to for help in learning more about a certain aspect of science, let us say, a new rotation of crops; the kinds of service a particular government agency can render them; how to learn about a distant country or the history of their own community; places they can visit to see people actually at work, a new machine in operation, erosion destroying a hillside, animals in their natural habitat, the furniture and utensils our early settlers made and used and valued.

They will discover materials they can bring in to broaden their understanding and further challenge their curiosity—to share with their classmates, with the fourth grade across the hall, with an-



Courtesy, Chicago Public Schools

Children learn what they live—at home, at school, on the bus, on the ball diamond.

other school or community, nearby or distant, even across the seas.

All of these experiences provide the kind of stimulation and challenge and adventure that help children to bring infinitely more meaning to the printed page, to books and magazines and pamphlets and maps.

This is an exciting and significant step forward from the use of the textbook as a sole source of information about our cultural heritage, past and present, to the wider and wiser use of references geared to the interests and abilities and problems of all of the children.

Children will work individually and in committees, learning the techniques of research, hunting up relevant material, checking for reliability, taking notes, organizing reports, presenting, questioning, discussing what they read and relating it to their first-hand experiences.

When emphasis is on learning, we note also the ineffectiveness of meaningless "opening exercises," memorization and unreasoned ritual as a means of developing loyalty, patriotism, and appreciation of our democratic heritage.

Pledging allegiance to the flag, though it may deeply stir the soul of the World War veteran, calls up a different response in the eight-year-old.

A clicking of heels and a clasping of heart when the flag unfurls or the band strikes up the national anthem *can* call up a positive loyalty. But it can also call up a loyalty that makes of everyone a booster, and a boaster, whatever conditions prevail. Blind devotion seeks to cover up weaknesses, hide problems and difficulties rather than tackle and solve them.

Genuine patriotism goes deeper than ritual or symbol. It is concerned with *strengthening* democracy, with *extending* freedom here and throughout the world, far more than with prating about it.

It is concerned, furthermore, with a way of thinking about people, of respecting the worth and dignity of every individual. It could well be that we have done quite enough of having children in the schools of America writing biographies of George Washington, Benjamin Franklin, Thomas A. Edison—and not nearly enough writing about their own fathers or mothers or uncles or grandfathers or neighbors, people who may be coal miners or truck drivers

or bankers or cleaning women or shoemakers or tailors or pipefitters or farm hands.

Developing sensitivity to the beauty and strength of the common people, recognition of greatness in all those who spend a lifetime of striving honestly and humbly and warmly for the betterment of their families and fellows—all opens up possibilities for appreciation of the cultural heritage of America, and of the world, as yet scarcely tapped by our program of education for democratic living.

Certainly a real appreciation of the cultural heritage focuses emphasis upon *people*; on people and their problems, their ways of living, of shaping and making use of their environment; on people rather than on the impersonal aspects of climate, mountains, industries, products, or processes, apart from the human beings whose lives are affected by them.

This is a crucial emphasis if boys and girls are to develop that increasing concern for human welfare, that deepening conviction that the world's technological and scientific resources should be used toward the widespread improvement and enrichment of human living.

Using What We Learn

A real and functional program of education, then, planned and developed around real problems, involving real experiences, making use of real materials, seems to offer by far the most effective possibilities for helping children to better understand and use their cultural heritage.

Those schools throughout the country which are helping children not only to better understand and appreciate their environment but to help to make it better, to contribute to the actual improvement of the community in which

they live, are in large measure fulfilling the professed purposes of the public schools in a democratic society.

Rural and urban communities throughout the country are becoming better places in which to live because schools are working with other agencies. Dependent upon their stage of maturity, of course, boys and girls may take an increasingly important and satisfying role in such a program of cooperation.

Such a program of study and planning and working together on the solution of important problems calls for the highest skills of cooperative living. Each member of the group is valued for what he is, and helped to find more and more effective ways of making his maximum contributions to the group.

The number of schools is decreasing in which we pit child against child; in which the program is so set up that only a few, and those the most competent academically, are able to succeed; in which things work out best for the individual child only when a classmate "misses" or does less well than he. We don't build democracy that way or concern for one's fellowmen. And those are the ends, we must remember, to which our schools are committed.

"But how can you train for life," some ask, "if you do not teach the children through competition? The outside world is competitive and if you teach through cooperation, the boys and girls will not be prepared for life."

Is the outside world competitive? For which is the demand more urgent in the world we live in today—competition or cooperation? Never before in the history of man has the demand for cooperation been so crucial. Indeed, if we cannot cooperate more effectively than now in this highly interdependent world of ours, then democracy, with its magnifi-



Courtesy, Merle S. Brown

Our children learn many things that the schools do not teach them.

cent heritage, is lost—and we with it.

Furthermore, these skills of cooperation must be *taught*. You can pick up the skills of competition, but not so the skills of working together. Cooperation is a much more difficult and complicated process. The sportsmanship it calls for is far more taxing and thoughtful.

Cooperation must be *learned*—through experience, through the opportunity to work in groups, large and small, where each can contribute to the group project in his own unique and special way, to plan and think and work together toward common ends. Only so can schools help to make maximum use of our cultural heritage. Only so can democracy survive!

Families and the School

Stories describing children as always obedient, parents always eager for play, and all happenings—even the baby's getting lost—as “such fun” create doubts in children's minds about the “goodness” of their own families as well as guilt for their own feelings in many family situations. The mental health aspects of continuously teaching “the ideal family” to children whose families are never as ideal as the stories picture are explored by John T. Robinson of the Center for Intergroup Education, Department of Education, University of Chicago.

CHILDREN'S FIRST SOCIAL LEARNINGS are gained in the family; many problems that concern and worry them arise in the same context. These everyday problems can be a source of learning if they can be discussed and studied in the classroom. Certainly it is as important to learn why daddies don't always want to play, why they are sometimes grouchy when they get home from work, as it is to learn about the dairy.¹ This writer feels that it is more important.

In such studies of family problems, the teacher needs to guard against the trap of teaching what he thinks a good family *should be*. A little child is extremely dependent upon his family and should not be placed in the insecure position of thinking his family is not a “good” family to be in. Rather he needs to be helped to understand that there are many differences among families and that these differences are acceptable.

Teaching which creates doubts in children's minds about themselves and their families is often well-intentioned. A third-grade teacher had been absent from school due to the death of her mother. She explained to the children that she “had never given her mother a moment's worry,” had never said things for which she felt sorry, and if *they* did

the same thing they would have nothing to worry about later. The fact that many children cried seemed to her evidence that “they had been touched.” Actually, they were frightened and worried. This should not happen to children. Certainly it cannot be called good education.

If “standards of good family life” are not to be the selector of what is to be taught, what guide lines are there? The children's experiences in their own families supply the problems to be dealt with because those are the ones which concern children. Some general concepts about family life serve also as helps to the teacher; he may extend this list for his own use. A few important concepts are:

Situations that arise in families have causes. One can change some things himself.

Problems arise between most children and their parents and these problems have to be worked out.

Most of us have strong feelings about what happens to us (anger, fear, pleasure, etc.) and such feelings need not make us feel guilty.

Little children behave differently from older children and sometimes require different care.

Several examples follow which illustrate how one teacher used the experiences of children to gain insight into their own family situations.²

¹ Staff of Intergroup Education in Cooperating Schools, *Elementary Curriculum in Intergroup Relations*, (Washington: American Council on Education, 1950. P. 29)

² The author wishes to express his sincere appreciation to Esther V. Kelley, third-grade teacher at George Gray School, Wilmington, Delaware, for generously offering her useful and valuable material on family life.

As a part of a larger study of their community, this group of third-grade children studied what happened to their families in the community and what happened to them as family members. For the purposes of this article, parts of the study will be selected to show contrast in the kind of problem they dealt with.

"No Room for Kids"

Sometimes community problems, such as housing, create more concern for children than we realize. Several families were forced to move by circumstances beyond their control and were having difficulty finding housing, particularly because they had children.

One boy reported that his mother had said, "Maybe I'll just have to give the kids away." He seemed disturbed by the statement, saying, "She didn't mean it, though, did she, Miss Kane?" Knowing that other children faced the same situation, the teacher said, "I'm sure she didn't. But do we need to find out why homes are so hard to find?"

The children found by looking at the "for rent" ads in the newspaper that "most landlords don't want to rent to kids." They explored reasons that landlords might feel this way:

"Kids break things so he won't never rent to people with kids again."

"But that wouldn't be fair because sometimes grown people throw things and break windows too. Remember, Ralph, that happened right across the street from us!"

"Yeah—but I guess they don't think about that."

"Maybe they didn't have kids around them and they don't know how nice kids are. Maybe if they knew, they wouldn't be that way."

"It seems like the real reason is because they think kids tear things up. But one man told my father kids are too noisy. And I guess we do get pretty loud sometimes."

These reasons could make children

feel that they were the *cause* of such notions on the part of landlords. But the question of children's own needs was introduced as a counterbalance. Children said:

"We've gotta play. That means sometimes we do make noise. But we've just got to."

"Kids don't dirty up the place like they say. Course more kids means more people to dirty things up."

To help the children see that other factors were involved in the housing shortage, the teacher asked them to ask their parents why they thought there were too few houses for the number of families. The children reported such information as more people moving to the city during the war and remaining, returning veterans establishing homes of their own, and the lack of building materials during the war to keep up with the need for more houses.

The teacher was satisfied when Tommy summed up their study: "We're not the only reason our daddies can't find a house. There's lots of reasons."

"Give Us a Job To Do"

Children seek to be individuals and to find out how they fit into the scheme of things. Situations which make it possible for them to see themselves as active agents in family groups—as givers and receivers of affection, praise, ideas—help them to define their own roles in relation to their family members. Teachers, therefore, can utilize situations in family life which make such learning possible.

In preparation for the winter holiday season, the teacher read stories of how children throughout the world celebrate the holidays and of how these customs came to be. The children made small articles that would fit in with the different ways of celebrating. They talked

about what they might do to make the holidays more pleasant for their families. After the holidays, they shared with each other descriptions of what they had done to make the holidays more fun for everyone.

Their own descriptions show the range of helps that nine-year-olds can see.

"When my mother had to go to the hospital on Christmas Day to get the baby, I didn't like having to stay with grandmother. But I didn't say nothing. Gee, I wish the baby could come home soon."

"I had fun playing with Julie [age sixteen months]. Mother said it helped, too. She says she expects Julie will cry for me this week."

"I helped with the dishes and only fussed once. That was when Ralph [older brother] wouldn't help me and he is supposed to. Mom says the baby takes a lot of her time; so we help."

"I helped trim the Christmas tree and showed my mommy how to make a star for the door. We thought it was pretty, too."

"My mother just loved the picture frame I made. I told her how we fixed ours at school with green and a candle in front of it. Our neighbor asked her where she got the idea. She said, 'Jack learned it at school.' I liked that."

The Bitter with the Sweet

Everything that happens in families is not pleasant, and these problems need to be dealt with too.

As one child explained, "Gosh, I never thought that other kids got spanked. I thought just I got in trouble and I was ashamed. Seems most kids get in trouble sometimes." To know that others have similar problems frees children to seek possible solutions together.

The same group of children at the beginning of fourth grade discussed how they got punished. The sequence of this discussion is given to illustrate a method of thinking through problems in such a

way that possible solutions can be projected that protect children's own feelings as well as those of their parents. Only illustrative material has been eliminated. The problem of "sassing back" to parents was posed by children.

"Golly, did I get a wallop last night! I can feel it still! My mother said for me to go to the store for her. I said, 'Oh, Mom, can't I just finish this chapter first?' You know, I started *Freddy the Detective* yesterday! First thing I knew, wham!, she had lammed me plenty hard. Then I guess I got mad and I did sass her some. Just then my dad walked in and off his belt came and did he wade in. I don't know yet why she lammed me, but I sure wish I'd kept my mouth shut."

"You know, I surprise myself sometimes by talking back to my mom, too. I didn't ever used to do that. First time I did it she just said, 'Don't ever do that again,' but next time she slapped me, hard, right on the mouth. It hurt, too, but I did it several times since. She slaps me every time but I don't seem to remember. Guess I'm not very keen."

"Well, I guess I'm not either 'cause same thing happens to me."

"Me, too. We were going out to Vernon's [a married brother's] and Mommy told me to put on my purple dress. I wanted to wear my Cinderella dress but Mommy said, 'No.' I got mad and said, 'Oh, gosh, you don't never let me wear what I want to. What do you think I am, a baby?' Mommy said, 'No, Joanne, I don't think you're a baby, except when you act like one, like you are now.' Then I said, 'Oh, shut up!' Mommy just as calm said, 'Come here. If you insist on acting like a baby, I guess you need to be punished like one.' She picked up her hair brush and really used it. I think I will remember, though, because I was embarrassed, well as hurt. I was so afraid she might tell Vernon and Jane, but she didn't. Mommy is swell like that."

"Well, gee, I do the same thing. Do the rest of you kids?" Other who had gathered around, some standing, some on floor, agreed that they also talked back on occasion.

"Is that another sign of growing up or what? If it is I don't think I like it. Do all people do it and have to get hurt like

we are before they get sense and quit? Did you talk back when you were our age? I thought nobody did it but me, so I was ashamed of getting spanked, but seems like everybody does."

"How about letting us take your questions one at a time. You asked if it was another sign of growing up. Before I can answer that question I will need to ask you people a question. Why do you talk back to your parents?"

The children discussed several situations when they talk back to their parents. The list included:

Going to the store several times in one short period.

Arguing when you are told to do some specific thing.

Disagreements with your parents about your friends.

Your mother's disturbing your things in your room.

Washing dishes.

When your bed shall be made.

Tending to the babies.

Going to bed.

After this summary the teacher asked the children, "Are these problems that come because you are growing up and are more capable of taking responsibility?"

"Yes, I believe mine is because last year Mom couldn't trust me to tend to the baby. She was afraid I'd let her get hurt. Now she makes me tend to her. And I do feel proud she trusts me, but I don't want to do it all the time."

"Yeah, I guess going to the store is that, too."

"So's washing dishes and making beds. Our mothers know we can do it now and get it right; so they want us to."

"I don't believe mine's because Mother thinks I'm more capable of taking responsibility. I think my trouble is because Mother doesn't realize I'm growing up and can take care of my things. I can, too. It's just she doesn't like how I do it."

"I think mine's some the same as his. I like to decide things myself and Mommy doesn't realize it all the time."

"It seems we do get into trouble because we are growing up, but do we have to? Isn't there anything we can do about it?"

The teacher suggested they take a specific case for analysis to answer this question. The following discussion ensued:

"He could do what his mother says and put his things away."

"Yeah, he could, but I think he'd still be mad about it. So that wouldn't be much good. Then he might get so mad he'd fuss some and still get in trouble."

"Is it stuff you could keep in a box and put in your closet when you're not using it?"

"I guess I could some, but not my model airplanes."

"You could put them on the shelf in your closet. There's plenty room there."

"Do you think your mother'd let you paint some orange crates and put your things in them?"

"Yes, I think so."

"You could get a screen and put things back of it like we do here."

"That's a good idea! Gee, I think I could do these things you've suggested and not have so many arguments."

The teacher commented:

"I think those ideas are fine, too, and feel they may help you. Something else you might do is talk things over with your mother and agree to be on hand when she gives your room its weekly cleaning, so you can help."

"I know she'd do that too."

The other situations were discussed to see possible solutions rather than "just trying to remember not to talk back."

The teacher must help children to see that human problems have multiple causes and that one does not have to fix blame in order to understand a situation; satisfactory solutions can be judged in the light of their consequences on all persons involved. Teachers need to help children to learn systematic methods of thinking about human relationships and to discuss situations objectively.

COMMUNITY STUDY

for Better Living

When many groups coordinate their resources and knowledge, life is made better for all the people. What can be achieved by friendly cooperation between school and community is described by Helen C. Howland, principal of Yates Elementary School, Schenectady, New York.

"YOU CAN LEARN A LOT FROM PEOPLE—I've had an education." So concluded a PTA president at the close of a community study project where people had talked and listened for four days. An account of the ideas which were mulled over, adopted, and discarded during this brief period is a story of friendly cooperation among many groups.

When the members of the staff of Oneonta State Teachers College, Oneonta, New York, consulted the Schenectady Department of Education about bringing a group of students to Schenectady for a neighborhood study, the Yates Elementary School staff welcomed the challenge for their school and community.

While this college previously had carried on similar studies in suburban communities, this was the first time that a portion of a city had been chosen as a nucleus for a community study. This meant considerable planning by the visiting group as well as by the school and community group involved. Cooperative planning by college staff members, the school, and the community leaders was also important for effective results.

Student Planning

The nineteen state college students who were coming for the study under

the direction of two of the college staff members formulated their common purposes. These included the following points:

1. To develop techniques for studying a city neighborhood
2. To develop relationships between the Yates neighborhood and the City of Schenectady
3. To find out what a city neighborhood consists of and how it functions; how the Yates neighborhood group organizes to meet its needs.
 - a. Leadership
 - b. Organizations
 - c. Institutions
4. To discover the extent of self-sufficiency of the Yates neighborhood
5. To find out about the history of the neighborhood
6. To study group relationships within the Yates neighborhood
7. To study the progress of the neighborhood during the years and its plans for future development

The nineteen students also formed small groups or worked as individuals to pursue special phases of special interest. These emphases included history, government, population constituency, earning a living, education, religion, leadership, social services, recreation, and plans for the future.

Community Planning

The next point of contact for the study was a meeting of the Oneonta State College staff members, representatives from the Schenectady Department of Education, the school's PTA president, other community leaders, and the school prin-

cial. In the social setting of a dinner meeting this group had ample time to discuss the objectives of such a study, how the community could assist in such a project, and how, together, responsibilities for planning could be met.

From the very beginning, the parent group met this challenge. They—the parents—were to have part in this study. They—the laymen—were invited to assist in an educational project of worth to educators.

This parent group offered invaluable aid for reaching and utilizing all community resources. They accepted the responsibility for planning a scheduled meeting with the president of the Steinmetz Park Civic Association (Steinmetz Park is close to the school area and the only one near the neighborhood) and for enlisting the services of the president of the Yates Neighborhood Association. They contacted the president of the United Steel Workers, and the Ward Supervisor to invite them to act as discussion leaders.

The parents made arrangements for the study group to take trips to the city industrial building, located in this ward; the city's incinerator nearby; the city's dump, located beyond the park area; and the site of the new municipal housing project where building activity was already under way.

They scheduled interviews with resource people for individuals and groups of students. This parent group contacted a local restaurant for noon-time lunches so that every opportunity for learning about the immediate community might be realized.

Letters, telephone calls, and conferences between the Oneonta group, the parent group, and the school made it possible to check every detailed part of the planning. With this done, the PTA

president formulated the program for the four-day study and mimeographed copies for everyone.

School Planning

Teachers and children assisted in every way possible to make the study a profitable and enjoyable one. A vacant room with newly installed bulletin boards was made ready for use as headquarters for the entire group. Children in the school made the room attractive with their art work, pieces of clay, ferns, plants, and colorful books. Chairs were arranged in a large circle.

A bibliography of all the families, including occupations of the workers in the various homes, was a contribution made by the children. Several children served as hosts and hostesses to meet the visitors on the opening day as they entered the building.

Community Participation

Parents were contacted early to see if they could take care of housing facilities for the students. When it was learned that many families had already doubled up to take care of housing shortages, it was the parents themselves who were most disappointed in not being able to meet this suggestion.

While it was being discussed in an evening meeting, one parent suddenly remarked, "But we could entertain students for dinner and for an evening." How much would have been missed had this been omitted! The families housed students. Ten families invited guests for breakfasts, lunches, and dinners.

In one family, the young father, a talented violinist, provided an interesting musical evening for the students. In another, the blueprints of a new home were enthusiastically discussed while everyone sat about. One family dis-

cussed the possibilities for building a better community for children. Photography was a keynote in another home, and in still another, while guests were served a truly Italian dinner, choice stories of the early settling of the Yates neighborhood were told by the son of its oldest living resident.

The poise, the hospitality, the friendliness, and the warmth of feeling of these parents as they met the study group was something to be remembered.

Group Participation

Let's go back to the night of the arrival of the visitors. They were to be housed in three sections of the city in private homes. Phone calls came—everyone had arrived. We checked to see if any services might be needed. Students and Schenectadians visited with each other. Friendly interests and spirited talks pointed toward a grand beginning.

The four days were full from morning on through the evening. The study got underway as the group listened and participated in talks and discussions concerning the school and school plant—in its effort to serve the community—its life, objectives, and purposes. Representatives from the Department of Education participated as well as the nurse teacher.

Three teachers who had taught a generation of these children told about the growth of the school and the community as they had experienced it. The custodian, too, had a part. He even made coffee which was served during intermissions by parents and sixth-grade children. One Oneonta instructor remarked, "A great deal of learning went on during those coffee hours." In this informal atmosphere, students felt free to bring up points they wanted cleared.

Another day was given to trips with several parents accompanying the group. At the site of the housing project, interesting physical aspects of the area were noted where ground was being broken. A little further on, city employees were at work at what will eventually be a park area and spaces for baseball diamonds.

Incinerator dumpings were being used to fill in a 23 $\frac{1}{2}$ -acre area. The group was met at the city's dump by the caretaker who felt "honored" to talk with the students. Having once lived in Oneonta, he chatted freely about his early interests in dramatics. "I put on my best act in Oneonta," he said. "I can't sing any more but I write songs. I have one in Hollywood now."

The group went on to the wooded area. There the possibility of building camps for children to use for week-end camping (when camping for particular children might otherwise be impossible) was expressed by the parent group accompanying the students. Ways of cleaning up debris and blight in certain spots were of concern to these neighborhood groups as well as the need of a new bath house near the lake in the park.

Just as the group was ready to walk to the city incinerator, it was a pleasant surprise to find a large bus, planned for and furnished by the city, ready to take the group on the rest of the tour, which included the city industrial building where equipment is housed and repaired.

When lunch was served in one of the neighborhood restaurants, the manager remarked, "This helps my business." As various areas were visited, older residents who had not read the morning paper, called to their friends and asked, "Who are all those girls going about our streets"? (There *were* three men in the student body group!) When the story

was explained, one man remarked, "At last Goose Hill is on the map."

Interviews and pooling sessions occupied a considerable amount of the students' time. The PTA president contributed as much of his time as he could during the four-day study. When his boss learned of the project, he said, "Clear your desk, go home and join the group." Other community leaders attended the scheduled meetings.

When it was known that Schenectady's historical records had no information concerning the early settling of this part of the city, older living residents were interviewed. Two of these men had come from Italy in their early teens and "made their way." Their sense of humor, the stories of the responsibilities they had met through the years, their memories of the early history of the neighborhood and its growth and the fun and joys they had in living, were shared with the group.

Representatives from grades five and six had a part in the trips and interviews. Difference between children and adults in this experience could hardly be noticed.

Moving pictures were taken during the trips by an interested parent whose hobby is photography. A few weeks

later when the moving pictures were developed these enthusiastic community leaders took time off from their work to go to Oneonta to share their pictures with the group.

A tea for the group, served by a member of the board of education, brought everyone together the last hour before the Oneonta group departed for home and provided a delightful climax to the four-day study.

School-Community Outcomes

The school-community evaluation of the study proved to be a stimulating experience for all participants. It helped them to feel that everyone was a person—one who counts as an individual in his neighborhood with important functions to serve toward better citizenship.

The study achieved far-reaching results. The experience helped the school locate many valuable resources among its citizens. It helped the neighborhood groups to become more community conscious and helped them particularly to focus their thoughts toward immediate responsibilities to be met in the near future when the 310-family housing project is completed. The study helped develop a closer, more intimate feeling between the school and the community.

Individuality

By VIRGINIA CHURCH

On the first day of school
They pour into their seats,
Little nonentities,
All frowsy,
All the same,
Like so much batter in cake-rings.
Then they begin to rise,
Each reveals a separate sweetness and a worth
All his own.

From *Teachers Are People* (Wallace Hebbard, 1949)

Grandma's Music Goes to School

The home is a natural fount of musical talent and inspiration. How teachers may draw upon this, for the most part, untapped resource, is discussed by Moses Chusid, teacher of orchestral music, High School of Commerce, New York City.

"BUT I KNEW THIS SONG A LONG TIME ago," said Dennis. "My grandmother sings it."

Dennis, a bright eleven-year-old of Irish parentage, began to sing the recently revived ballad, "Molly Malone" to the other youngsters in his sixth-grade class. The children showed great pleasure at hearing the simple, touching song which they recognized as a currently popular favorite.

Martha, twelve years old and an aggressive leader in the class, was more impatient with the music of older generations. "Oh, my grandmother knows hundreds of songs," she said, "but I never listen to them. They're real old-fashioned."

A lively discussion ensued in which the teacher took small part. The issue was clearly drawn: Were the old songs as good as the new ones? The children raised such questions as, "Why would popular modern vocalists sing an old song like 'Molly Malone'?" "Did anyone know any other old songs?" There were a few shy volunteers who did.

While these sixth-graders might not have dared sing "old" songs under ordinary circumstances, the free atmosphere engendered by discussion encouraged them to perform for their fellow classmates. Their songs, "Where the Wild Praties Grow," "Loch Lomond," and a come-all-ye called "Dan the Piper's Ball," were charmingly presented and

well received. The period closed with the teacher remarking casually that he found these new old songs very interesting and would welcome hearing any others that the children might learn from their grandparents or parents.

This spontaneous exchange of opinions and information occurred during the "free singing" portion of a music class in an East Bronx Junior High School. During the "free" period, which came as a short break after required work was completed, the boys and girls were encouraged to sing anything they liked. The sixty children in the group came from an underprivileged neighborhood populated largely by Irish Catholics and Italians. Only two had had any formal, individual musical training. One or both parents of only eleven had had musical experience. Interest in school music was normal, and the prevailing inclination was to popular music.

Music Begins at Home

The discussion among the children and the events which followed serve to illustrate the role of the family in the musical life of the child. There is a wise trend toward closer examination of the musical resources of the home in planning a school music program to meet the needs of the growing child. The most valuable experiences in a child's musical life are those which he has within the family. The mother who sings, the father who plays the piano, the grandmother who knows a few songs from the old country, the sister or brother who brings home the currently popular songs—all these contribute the most lasting



Source Unknown

"But I knew this song a long time ago," said Dennis. "My grandmother sings it."

effects and establish the most permanent attitudes in the child's musical life.

The alert teacher, working within a flexible program centered on the needs of the child, is aware of this rich musical experience and will develop opportunities to bring it into the classroom.

Once "Molly Malone" had bridged the gap between old songs and new for Dennis and Martha and their classmates, the search for forgotten melodies became an absorbing project. Youthful renditions of old songs were reproduced on the school recording machine, and

the words of two dozen Irish, Scotch, and Italian folk songs were brought together in a booklet.

The effects within the home of this project are best summarized in the words of Martha's grandmother who, along with parents and other relatives, came to hear the class's final program.

"I've tried to understand this new American music but I just can't," she said. "I tried to teach Marthie some of our old songs and she seemed to like them when she was very young but lately she seemed almost ashamed of them. This is certainly a wonderful thing

they've been doing. It's made home a much warmer place."

An illuminating side light of this project is cast by the reaction of Catherine's young mother, herself born, educated, and married in this same neighborhood under influences more urban than those of Martha's grandmother.

"I guess this modern swing is all right," she said plaintively, "but I like the real old songs like 'Blue Skies' and 'Oh, Johnny' best, and I'm glad to see them brought back."

It took some reflection and a little subtraction to realize that for Catherine's mother these songs marked nostalgic memories of her own tenth year (the age of Catherine) and, a few years later, the approximate period of her courtship and marriage. For her, these were the "old" songs, rich in emotional associations with her own growth to maturity. Their current revival was a tie to the past and Catherine's singing of them an assurance of values unchanged.

To Catherine, these songs afforded insight into her mother's world and an experience of stability and permanence quite equal to that experienced by Martha in singing the Irish folk songs of her grandmother.

Make Room for New Media

If the advent of television, radio, and the phonograph seems to dim the heart-warming picture of Dennis and his family grouped around the old upright piano, let us alter this picture to include these powerful influences on music in the home.

As the mechanical musical media

grow in influence, there is an equal increase in the teacher's responsibility to guide the child's participation in these new home activities. Particularly in the field of recordings is there much of value which may be called to the attention of parent and child by the teacher. Favorite records brought from home and played in the classroom are sure to include imaginative and worthwhile folk recordings.

Children's reports on favorite radio programs are likely to be recitals of wild adventure or gruesome horror, but skillfully guided discussion can go far to stimulate interests in musical programs for family listening.

A special responsibility for the teacher is that of new materials and uses of these mechanical resources of home music. In both educational and commercial production for home media there are notable opportunities for those people who know best the musical interests and needs of the growing child. Theirs is the crucial job of selecting the elements of our living, folk, and popular musical heritage, which are to be passed on to our children. It is the teacher's responsibility to see that this selection is significant and constructive. The music teacher is specially qualified to perform this dual function of selection and presentation.

Whether this is done through class projects reaching into the home or by participation in commercial or educational production in radio, record, or television, it is most successful when the teacher remembers Martha's grandmother or Catherine's mother and the music they offer Martha and Catherine.

EDUCATION is the guided growth of children in a selected environment.—*Seיעied*.

WHY Keep Them Waiting?

By LILLIAN GEHRI

We know better. Then why do we ever allow ourselves to waste the time and effort of our boys and girls? Because we do not plan carefully enough with the children, maintains Lillian Gehri, teacher, Wheelock College, Boston.

ARE WE HELPING CHILDREN TO GROW in maturity and to use the precious hours we have with them to the best possible advantage? There is an old adage, "Time waits for no man," but oh, how often children must wait for time—time to do the thing for which they have long ceased to be ready.

A psychologist recently remarked that in her estimation children spend half of their school hours in waiting and that she never ceased to be amazed at their lack of open rebellion. While it is true young children can accept a great amount of strain because they like and respect an adult, we must not take advantage of this confidence.

An Actual Case

Interested in the above observation, I carefully noted the time a group of seven-year-olds spent *in waiting* in relation to time spent *in activity*. The school, like many, depends upon books as teaching aids. All these are kept in a cupboard, though there is ample storage space in each child's desk for his mate-

rials. Getting out and distributing reading books took six minutes. Another nine minutes were consumed by the teacher in giving detailed instructions. Three and one-half minutes were used in getting ready, with the teacher making sure that each child was settled, quiet, and in the proper position.

The children had exactly four minutes left in which to do their work. They no sooner got warmed up to their task than they were told it was time to put away materials and prepare for lunch. Another three and one-half minutes were spent in gathering the books and returning them to the closet.

The children again waited until every child was properly settled before the lunch was served. It took six minutes for one child to pass twenty-four bottles of milk and straws, another four minutes to pass the crackers. The group waited four more minutes for the teacher to select a book and make herself comfortable. Then as they hurriedly ate and drank, the children listened to an exciting story, only to have it interrupted mid-way because it was "time to go to the gym." Frustration was written on every child's face, although there was no open protest.

The next period called "recess" was twenty minutes in length. It took five minutes for the children to get in a line satisfactory to the teacher and to walk through the long rambling halls to the gym, one floor below.

There the only piece of equipment provided for the entire group was a jump-rope. Again a line had to be formed so turns could be taken; the teacher decided "three jumps each" a fair share. Because time had to be allotted for the return trip to the classroom, ten minutes remained for actual play. Several of the twenty-four had

no turn at all but returned to their rooms without a single jump. Since it took the teacher a somewhat longer time to get the children quiet and back in line following their "activity," six and one-half minutes were used to return to their room. Out of twenty-one and one-half minutes, the only exercise some children got was the "regimented" walk! Then teachers wonder why boys and girls are restless, why they push and shove, and parents wonder why they come home so boisterous and jittery.

Nursery School Through Elementary School

You undoubtedly will think that this is an exaggerated or an extreme case (and I wish it were) since many programs take into greater consideration the needs and interests of children. However, even in schools where there is a more modern approach, where there are more vital activities, where there is more freedom and less teacher control, children are subjected to long periods of waiting. This is evident from the nursery school right on through the elementary school and there is no doubt that it extends beyond that.

This waste of time starts bright and early with the morning inspection. Children frequently must stand in line with nothing to do while waiting turns to be examined by the doctor, the nurse, or the teacher. Is there any more danger of spreading infection if they sit down with interesting materials than in lining up and breathing on each other's necks and faces?

Wasting Time at Lunch

Waiting for turns in the toilet room, particularly before lunch time, can constitute a large block of wasted time. Sometimes children are given a choice

while waiting—a choice of books or no books. After a while the choice becomes pretty monotonous and books begin to lose their fascination, particularly when the same ones are offered day after day. There are so many other possible choices wherein children can keep their hands relatively clean and yet maintain interest and independence. A few of these are puzzles and other games, house-keeping play, care of plants and pets, perhaps crayons, while two or three are busy preparing the lunch tables.

Children as young as nursery school age are put under strain if they must wait for the fruit juice to be poured and passed to every child before they may start their snack or for every child's plate to be served before they may eat. We should not be surprised when they stamp their feet, pound the tables, and knock over glasses.

In some schools, the juice is already poured or the dinner served before time to come to the tables. In other schools, the children pour their own juice but they are not required to wait for the others before drinking and eating. If it is the social amenity we seek, much more is lost than gained when we force children into courtesies for which they are not yet ready.

What better time is there for social intercourse, for the exchange of ideas, than during the lunch periods if the teacher is free to join the group and guide the conversation? So often the prolonged "discussion" period when set for a special time, becomes boring and strenuous. This is particularly true when every child in a group of twenty to twenty-five or more is expected to contribute every day. The "sharing" period can become a series of monologues with the rest of the group anxiously waiting for turns rather than listening. There

should be interesting and vital conversation both at lunch time and during other informal periods throughout the day.

Lack of Planning

Probably the waiting of children to be counted, whatever the purpose, is not as common in the modern school as in the traditional. However, many schools have tenaciously held to this practice. Counting can be done while the children are otherwise occupied since the only ones who benefit by the experiences are those doing the actual counting. Counting places in preparation for setting tables, counting milk money, checking in materials, measuring wood at the work bench, and measuring cooking ingredients are only a few of the situations in which individual children can have a natural opportunity for number experiences without waiting.

Waiting to respond to the names or waiting to answer tone calls are other examples of time wasted. In one kindergarten, children must sing "I'm here" as their names are sung by the teacher prior to their claiming bottles of milk. One wonders if the reward is worth the effort. And interestingly enough, the teacher has a real feeling and respect for children.

Waiting for turns to read instead of going ahead, each child at his own speed with help from the teacher when needed, represents another waste of time. The

modern teacher is aware of the fact that no two persons read at the same rate of speed and interest. Yet we subject children to these old patterns of keeping a group, however small, together. Little wonder there is more than occasional losing of places, falling off chairs, poking-of neighbors, squirming, and twisting of hair.

The same situation persists in writing situations, with everyone practicing the same manuscript letter. Why not let each go ahead and write his own story, with the teacher giving help when needed?

One could go on indefinitely—the waiting for turns at the drinking fountain, waiting for every child to get ready to go out-of-doors (in the meantime, all bundled up and much too warm), waiting for materials not quite prepared and inaccessible to the children, waiting for the teacher to display each child's work for identification.

Most of the waiting, however, has one basis—insufficient planning by the teacher with the children. Even very young children can learn to move independently from one activity to another if they know what to do and if the teacher lets them control the situation so far as they are developmentally able. Not only can waiting be reduced to a minimum but children will feel more and more secure, more adequate, and more self-sufficient.

MEN HAVE NEVER FULLY USED THE POWERS THEY POSSESS TO ADVANCE the good in life, because they have waited upon some power external to themselves and to nature to do the work they are responsible for doing.—JOHN DEWEY.

They Belong to Their Community

... and their community belongs to them. Rose Zeligs, on leave from the Cincinnati public schools, tells what happens when children's participation in community life is meaningful.

OLDER CHILDREN CAN GET A FEELING of belonging to their community by having some important part in helping to solve its problems. Such an opportunity came for a group of sixth-graders when Cincinnati citizens were asked to vote for a levy to finance the public schools.

The children became interested in how the schools are supported; how taxes are collected; and the differences in local, state, and federal governments. They read the newspapers and brought pertinent clippings to school.

They awoke to the fact that they were a part of a democracy in action and that they could participate in bringing about a better and more democratic way of life in their own city by getting their parents, neighbors, and other people to register and vote for the school levy.

They studied the pros and cons of the levy and discussed them with their parents. They went with their parents to the polls or took care of neighbors' children so that their parents could vote.

One day early in November before the voting was done, Marilyn brought to school a letter which she had clipped from the editorial page of a Cincinnati newspaper. It had been written by a taxpayer who opposed an extra tax levy for school expenses.

The children discussed the letter and

said that they could do something to counteract its influence. They decided to write letters to the newspapers to give their side of the story. Several of their letters appeared in the Cincinnati newspapers and brought interesting and helpful comments from citizens. Here are Ronald's and Louise's letters:

Dear Editor: I read your editorial and I agree with you that everyone should vote for the school tax levy. The schools have to be kept up and without the levy they cannot be kept going. The future calls for educated citizens. Yours sincerely, RONALD GREEN.

Dear Editor: I am in the sixth grade and want the school tax levy to go through because if it does not pass our school will be let out four months earlier. That means all children in Cincinnati will be a year behind in their schoolwork. I am sure that everyone who wants to vote *no* went to school so they should give us a chance. The children of today are the leaders of tomorrow. Please give the children a chance. Sincerely yours, LOUISE WHITE.

A fine editorial was the outcome of the children's letters. When the school levy was passed, the children were elated. It made them feel that in a democracy even children can make their influence felt by participating in community affairs. It gave them a sense of importance, privilege, and responsibility. They really belonged to their community and their community belonged to them.

MATURITY is always, in one way or another, *maturity at work*.—HARRY OVERSTREET in *The Mature Mind*.

DEVELOPING WORLD-MINDED CHILDREN

Leonard S. Kenworthy, Department of Education, Brooklyn College, Brooklyn, New York, focuses attention upon the role of the elementary school teacher as a force for greater world understanding. The goals of the teacher in this field and how they may be achieved are thoughtfully set forth and analyzed.

"THERE CAN BE LITTLE DOUBT THAT the key problem of our period is that of expressing through adequate political and legal institutions the oneness of the human race." Such is one of the conclusions of Harry Overstreet in his recent book, *The Mature Mind*—a conclusion reached after he had explored with thoroughness the highways and byways of the human mind.

Few elementary school teachers would disagree with his statement. But many of them ask:

Can my efforts have any real, immediate effect in achieving this goal?

How can I best develop future citizens of the world community?

Let us comment briefly upon the first question and pass quickly to the second.

Influence of the Teacher as a Citizen

The effective teacher must bestir himself much more as a *citizen* today than in the past if he is to contribute to the creation of a world community.

He must be an integrated individual, secure enough in his own person not to project his aggressions onto others. He must be free enough from prejudice that adult associates and pupils do not "catch" prejudice from him. He must be rooted in his own culture and yet be appreciative of other cultures. He must keep abreast of the contemporary world

scene and through discussions, contacts with policy making persons and groups, voting, and organizational activity try to effect changes conducive to the development of One World. He must have a firm faith in the possibility of creating a better world and believe in the process of education as a means to that end. He must participate in efforts to strengthen the United Nations and in other practical ways act upon his faith in the possibilities of a peaceful and just world.

In brief, he must be a *citizen* as well as a teacher—a person who participates actively and intelligently in the world outside the classroom as well as actively and intelligently in the classroom. He must himself exhibit the traits of a world-minded person if he is to develop these traits in pupils.

By becoming such a world-minded citizen, he will share in the adult community's efforts to move toward One World and will gain a sense of accomplishment in contributing toward that goal. At the same time he will bring into the classroom the reality of the outside world and be a more effective guide in developing world-mindedness in boys and girls.

Influence of the Teacher as a Teacher

First of all, the teacher must help pupils to develop into secure, integrated individuals, free enough from tensions

within themselves that they can accept others and work and play with them, free enough within themselves that they can learn the art and science of human relations.

That is basic education for world-mindedness. And if it seems far removed from the creation of world community, the teacher needs to be reminded that education requires patience and perspective.

As Edgar Castle, English educator, has phrased it, "The planning of the planners is the task of education." The boys and girls in our classrooms today are the men and women who will plan the world of tomorrow. If they are stunted individuals, they will plan a Hitler-like world; if they are integrated individuals, they will plan a world of peace and justice for the entire human race.

Elementary school teachers need little advice on how to develop mature persons. They need only to put into practice what they already know about cooperative living on the slide and jungle gym, in the sandpile and in rhythms, on the sandlot, and in committee groups. This is an aspect of world-mindedness about which teachers are relatively well-informed and in which they have made much progress in recent years.

Learning To Know Other Peoples

The teacher has the opportunity to introduce the peoples of the world in all their variety to children. They need to think of the peoples of the world as One Family, with many similarities and many differences.

Much has been written in recent years on the need for stressing similarities. Certainly this is important. But the other blade of the scissors which will help to

cut the Gordian knot of prejudice is the acceptance of differences. Children need to learn early that there are differences of a non-biological nature among people, and to accept such differences as an enrichment to their lives.

This is a place where we can use the lessons of our own cultural heritage to advantage. Despite difficulties and failures, the United States has achieved a remarkable synthesis of many peoples from many regions, races, and religions—and been enriched by it.

The varied backgrounds of the children in most elementary school classes—the music they enjoy, the games they play, the folk tales they read, the stories they dramatize, the food they eat—are the product of differences in people around the world.

In learning about the peoples of the past and the present, children can begin to respect this variety in humanity and understand to a limited degree their debt to many lands and peoples.

In this as in other phases of teaching, children need to have as many concrete, first-hand experiences of a favorable nature as possible, preferably with their peers in equal status situations. Few schools have tapped the human resources of their student bodies or communities along these lines. How many schools have a card index of pupils and parents who can help to interpret other lands and peoples to elementary school boys and girls? How many schools are using the nearly 27,000 students from abroad now in colleges in the States?

Nor have very many elementary schools fully used the films, filmstrips, recordings, pictures, charts, slides, and other audio-visual materials which social psychologists rate high as means of helping children to develop sympathy toward other peoples of the world. How



Courtesy, Duluth Public Schools

many schools are using the United World Film Series (United World Films, Inc., 105 East 106th Street, New York 29)? Filmstrips like "We Are All Brothers" (for information write to The Anti-Defamation League, 212 Fifth Avenue, New York 10) and "The Garden We Planted Together" (Films and Visual Information Division, United Nations, Lake Success, New York)? Maps like those produced by the Friendship

Press (156 Fifth Avenue, New York 10) on different nations? And pictures like those from the Informative Classroom Picture Publishers (1209 Kalamazoo Avenue, S. E., Grand Rapids 7, Mich.)?

Still another approach toward understanding other lands and peoples is through the use of stories. The intercultural or intergroup education movement has proved fairly conclusively that this is one of the best approaches with

children, yet most of our teaching is still informational, textbookish, encyclopedic.

We Share With All Peoples. Another task of the teacher is to stress the interdependence of people. This does not mean that children should wrestle with the problems of tariffs, displaced persons, or the International Bank. But it does mean that they should gain a basic and simple understanding of the many ways in which they are dependent upon the rest of the world—past and present.

A talk with the local groceryman, the corner drugstore pharmacist, or the local lumber yard owner will reveal how many products come from other parts of the world. Similar interviews with the grain elevator operator, the clothing store manager, the poultry dealer, or the lawnmower manufacturer can help children to learn about interdependence. A film like "Grain that Built a Hemisphere" (The Institute of Inter-American Affairs, 499 Penna. Avenue, Washington 25, D. C.) can be of great value in clinching this concept with children.

Here again, much use can be made of our own cultural heritage. On a trip to the various places of worship in the community children can learn how we have drawn upon other lands and peoples for our religious ideas. A talk with the school dietitian, followed by appropriate research, can help children to understand how our menus are a gift of many parts of the world. Pictures of local buildings or trips to those buildings can help children to see how we have "borrowed" from many cultures for our architecture today. The story of the development of the idea of democracy is a prime example of our debt to Jews, Gentiles, Greeks, Romans, Frenchmen—and a host of others.

The examination of the tools and inventions which children use, the bicycles

they ride or the pencils with which they write, can help them to understand their debt to people around the world.

Our Struggle for Peace. The elementary school in very simple language should stress the struggle of men and women to live peacefully together and to build a better world. Most boys and girls are aware of the world of conflict; they should also be made aware of the world of cooperation.

There are many stories from the past and from the present which illustrate this point for children. The story of the peaceful separation of Norway and Sweden and the story of the Christ of the Andes statue between Chile and Argentina are two such accounts. From our own heritage comes the undefended border between Canada and the United States. From the contemporary world scene there is the dramatic history of Count Bernadotte and Ralph Bunche's mediation efforts in the Palestine conflict.

Children can learn something about the International Red Cross and the International Postal Union as well as the story of the League of Nations and the United Nations. Even more pertinent to this level of learning is the current work of the International Childrens' Emergency Fund, the Food and Agriculture Organization, and the World Health Organization.

Special attention can be given to the United Nations and Red Cross flags; Pan-American and United Nations buildings; Pan-American Day, United Nations Week, and World Friendship Day.

Children can learn much through the stories of those who symbolize world cooperation—Fridtjof Nansen, Henri Dunant, Trygve Lie, Mrs. Franklin D. Roosevelt, Jane Addams, Pierre and Marie Curie, Louis Pasteur, or Albert

Schweitzer. In these and other ways we shall be developing receptivity emotionally as well as intellectually toward the concept of world community.

Understanding Current Happenings. Children's interest can be aroused in the day-to-day happenings of the world as another means of developing world-mindedness. Boys and girls are learning about world events over the radio, from television, from movies, and from the conversations which they overhear. The elementary school needs to assist in the complicated but important business of interpreting the present to children.

This does not mean that elementary school teachers should concentrate upon controversial issues or that they should project their own concerns about world problems onto their pupils. But it does mean that teachers should help children to understand those events in the contemporary scene which vitally affect boys and girls. And it does mean that a beginning should be made in analyzing the sources of our news.

Fortunately several of the current events magazines for children have already begun to do a fine job of interpretation along these lines.

Feeling an Identity with the World. Finally, children need to begin to identify themselves with the world. They need to feel there is something they can do, even though it may be only a little, to help to develop the brotherhood of man throughout the globe.

The war and postwar periods provided many such opportunities, even though most of the experiences for chil-

dren consisted in "giving" to someone else. As teachers we need now to find more experiences where children can "share" with others. International correspondence holds some promise for the upper elementary grades. School affiliation programs such as those sponsored by the American Friends Service Committee and the Save-the-Children Federation seem extremely valuable when carefully worked out as real exchanges. The work of the Junior Red Cross continues as a commendable program in this general area. But there is need for many more experiences in which children can participate at their level in action projects. Although their best contribution as children will always be through the local community, there is need for similar contributions in the larger community of the world.

No elementary school teacher can long attempt to develop world-mindedness in her pupils without realizing the complexity of the task. No alert teacher can help but be concerned with this aspect of the elementary school program. As the Educational Policies Commission stated in the final paragraph of its volume, *Education for All American Children*: "The elementary schools that will make the greatest contribution to life in the next generation will be those schools that are related to the world community, yet are anchored firmly in their home communities."

Thousands of world-minded teachers, working as citizens and as classroom instructors, are needed for this task now.

DEMOCRACY means not "I am equal to you," but
"you are equal to me."—JAMES RUSSELL LOWELL.

Teaching Aids for Today's Needs

There are great reservoirs of significant teaching materials which do not include textbooks or even films and recordings. Many of these materials are drawn from the children's own activities, from people and industry within the community, and from our rich cultural heritage. Wanda Robertson, faculty, University of Utah, Salt Lake City, suggests criteria for choosing suitable teaching materials.

TRADITIONALLY, WE HAVE BEEN inclined to place a heavy emphasis on the textbook as the most important single teaching aid by which children might be helped to learn about their cultural heritage. Within recent years many instructional materials—films, slides, maps, charts, graphs, and recordings—have also been used for this same purpose.

However, with the emergence of newer concepts of the social function of education, the role of the child in society, and the ways in which he develops his social understandings and skills, the need for still other materials becomes apparent. Many of these materials are those which children make themselves; others include people as resources.

Consider the implications inherent in the task of building citizens who can use our living heritage to build a better world. There can be little doubt that we must make a more functional use of all the materials of instruction at our disposal, whether they be old or new. To do this requires that we see these materials in the light of certain important educational considerations.

To Do Is To Learn

Chief among these considerations is that real learning is associated with doing. Therefore, instead of merely teach-

ing facts about democracy, teachers are making every effort to give children many and varied experiences in which they practice at firsthand democratic skills in home, school, community.

If children are to have a working knowledge of the principles underlying our democratic way of life, they must not be considered mere onlookers. Contrary to earlier beliefs, the child is an active participant in his social world so far as his capacity and the conditions for his participation will allow. He daily comes in contact with situations in which he must think critically, make moral judgments, assume responsibility for himself and others, and work cooperatively on the solution of real problems which have important consequences for people with whom he is associated.

In the light of what we know today about learning, it is evident that children cannot learn to understand or to operate the principles on which democracy rests by learning historical facts simply for their own sake.

For this reason teachers are trying to help children see the relationship of certain historical events to some problem of social living with which they are directly concerned. Therefore, appropriate materials—books, excursions, radio programs, maps, diaries, people, films—are needed to give meaning to problems which children face.

Learning Begins with the Present

Closely allied to the first consideration is a second one, namely, that materials of instruction which contribute to

the effective use of our living heritage must take their cue from the present.

For example, a trip with the conservation agent provides information and attitudes concerning ways of using our soil, problems of soil erosion, irrigation methods, or shelter belts which would be difficult to obtain from other sources. When such learning is supplemented by films, slides, maps, newspapers, and government bulletins, children are helped further to broaden their understanding of these problems.

For older children such study would hardly be complete without taking into account the factors which have given rise to many of our conservation problems today. Nor would it be complete without an understanding of the ways in which other countries of the world have prevented these problems from arising, or the ways in which they are attempting to meet these same problems now.

"The Past" Has Many Meanings

A third consideration is that the past does not necessarily mean the long ago and far away. It may mean yesterday's happenings or events of last year.

Studies of children's time concepts reveal that boys and girls of elementary school age tend to measure time in relation to their own personal experiences. Therefore, the things which happened a few days ago may seem like the distant past to some children. For instance, one seven-year-old child who had been away from his father for two days remarked that he hadn't seen his father for two whole weeks.

These studies also show that children's understanding of broad periods such as ages, epochs, or centuries of the past are slow in developing. Furthermore, research in this field indicates that children of elementary school age have little more than the haziest of ideas

about things which happened in the long ago and far away periods of history.

That these findings have important implications for the selection and use of instructional materials can readily be seen. While events of ages past may provide a needed contrast, and may be used for this purpose, materials of the near-past often provide more functional information for children.

For example, one fourth-grade group of boys and girls which was concerned with better safety regulations in its school found considerable help by referring to the recommendations which had been made the previous year by another group of children.

Similarly, when some second-grade children became engaged in a heated controversy concerning the date when a former classmate had moved to another city, the answer was found by turning to the back of their classroom diary.

Often the materials which children prepare themselves become important historical documents. One third-grade group of children in a Japanese Relocation Center recorded the daily happenings along with their reactions with such skill that their book now constitutes a part of the recorded material concerning this significant chapter in American history.

Another fourth-grade group visited many original pioneers in their city and recorded their stories in a lovely hand-bound book. Since most of these pioneers are no longer living, this book has now become a unique source of information concerning these people.

In still another community a sixth-grade class investigated and recorded the folklore of their region, the historical events pertaining to colonization and industrialization of their city.

Consider the Child's Interests

An additional consideration to be taken into account is that materials of instruction designed to help children to better understand and use our living heritage must be selected on the basis of the interests, needs, and capacities of the children themselves.

This means that these materials must first of all be within the realm of the child's understanding. There is considerable evidence to show that until certain development has taken place in the child's process of growing up, it is harmful and wasteful to undertake certain learnings or to use certain materials. It also means that the content of materials, both texts and illustrations, must be freed of prejudices, biases, and factual inaccuracies which develop undesirable ways of thinking in children.

Since education is primarily concerned with directing the behavior of children into more constructive chan-

nels, schools today are as greatly concerned with the process by which materials are selected and used as with the materials themselves.

What happens to individual children and to the group as a whole as they learn to work critically and cooperatively together is one of the most important concerns of education. How certain opportunities to make or work with materials contributes to the adjustment of particular children must be taken more seriously into account when the selection and use of instructional aids are seen in relation to the whole socialization process.

Educate for Greater Understanding

Finally, more functional materials need to be introduced into the curriculum to help children solve their own human relations problems as well as to help them grow in sensitivity to likenesses and differences of other people.

1951 STUDY CONFERENCE

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL



MARCH 26-30
SEATTLE
WASHINGTON

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As a result of this need, research has been carried on in recent years concerning the use of fiction, of children's own stories and autobiographies, of sociodrama, and of dramatic play, in order to get at the feelings of children with respect to themselves and others.

Similarly these same materials are now being used to help children identify themselves more closely with ways of living in other periods of history. This helps them understand not only what people have done but also why they have done it.¹

The process of adjustment is loaded with feeling. The understanding of other people is fraught with emotional over-

tones. One of the most urgent problems of education today, therefore, is to develop more and better materials which will further sensitivity to human behavior. These materials should help children understand why people believe and act as they do.

To produce a generation of mature citizens is the most important task facing education today. A program which promotes social competence in children is therefore the most significant goal of the school.

When we consider the effects which instructional materials have in shaping the feelings and behaviors of children in learning to live and work together, it becomes clear that these materials and their uses must be re-appraised in keeping with the demands that are now being placed on education.

¹ For a fuller treatment of this subject see *Reading Ladders for Human Relations and Elementary Curriculum in Intergroup Relations*, prepared by the Center for Intergroup Education, Hilda Taba, Director. These materials may be procured by writing the American Council on Education, 744 Jackson Place, Washington, D. C.

Midcentury White House Conference on Children and Youth

Purpose: The purpose of the Midcentury White House Conference on Children and Youth is to "consider how we can develop in children and youth the mental, emotional, and spiritual qualities essential to individual happiness and responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development."

When: December 3 to 7, 1950

Where: Washington, D. C.

What: Consideration will be given to:

Facts established by the sciences
— that contribute to the knowledge
of child growth and development

Programs and practices affecting
children and youth such as edu-

cation, health, welfare, recreation,
employment, and religion
Problems and accomplishments relating
to children

Methods and plans for post-Conference
follow-up work

Who: Nominations for individuals to
receive invitations to attend the meetings
have been requested from:

Advisory Council on Participation
of National Organizations

Advisory Council on State and
Local Action

Advisory Council on Youth Participation

Advisory Council on Federal Government
Participation

Professional Workers with Children
and Youth

News and REVIEWS . . .

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Paris Association for Childhood Education, Illinois
Endicott Association for Childhood Education, New York
Cuyahoga Falls Association for Childhood Education, Ohio
Richland Association for Childhood Education, Washington

Mary Haddow

After forty years of service in the public schools of Youngstown, Ohio, Mary Haddow has retired. She will devote her time to various interests and will teach some classes at Youngstown College. As director of elementary education Miss Haddow has done much to develop and improve opportunities for the children of Youngstown. The superintendent of public schools in Youngstown in speaking of Miss Haddow said: "I have never known a more gracious lady. She has always had a special interest in the underprivileged child and has been a continuous student of problems of the elementary schools."

For many years Miss Haddow has been an active member of the Association for Childhood Education International and of the local ACE. She has served on several ACEI committees and has participated in many of the study conferences of the Association.

Mrs. Carrie McGee Tichenor

Mrs. Carrie McGee Tichenor, a teacher for thirty-nine years in the public schools of St. Louis, retired last June. The Parent-Teacher Association of the Morrison School where Mrs. Tichenor has taught for many years arranged a homecoming party in her honor.

Mrs. Tichenor was one of the charter members of the East St. Louis ACE and is an interested working member of ACEI.

Memorial to Mathilda C. Gecks

The St. Louis Alumnae Chapter, Pi Lambda Theta, has presented books in the field of

child development and early education to the Professional Library of the St. Louis Public Schools in memory of Mathilda Gecks. This form of memorial was selected as a fitting way in which to express gratitude for the inspiration and help Miss Gecks gave to teachers by loaning them her books and periodicals.

ACEI 1950 Yearbook

The 1950 Yearbook of the Association for Childhood Education International will be mailed October 15 to international members and all branch officers. In it is recorded the completed work of the past year and plans for the coming year. This Yearbook is a valuable source of information for both members and friends of the Association.

ACEI Membership

On July first, the close of the Association's fiscal year, records show 5,582 individual members and 59,365 branch members—a total of 64,947. This represents a gain of 6,698 during the year.

ACEI Receives Legacy

The Association for Childhood Education International recently received a gift of \$5,325.79 from the estate of Julia Lethald Hahn. Miss Hahn, a former president of the National Council of Primary Education, an organization that merged with ACEI in 1931, passed away in 1942. Her estate, left in trust to her mother, Mrs. Laura Hahn, during her lifetime has now been divided equally between Teachers College, Columbia University, and ACEI. It was Miss Hahn's wish that the tangible results of her own work should contribute to the progress of teacher education and childhood education.

This valued gift has been placed in the Memorial Endowment Fund of the Association and is designated as the Julia Hahn Special Fund. The interest only will be expended to further the Association's work for children.

United Nations and the Elementary School

United Nations Week, October 17-24, and United Nations Day, October 24, will be celebrated by many schools. Last year the Los Angeles elementary schools continued

their interest in the United Nations throughout the year. This was done through an eighteen-week series of programs about the UN heard by the elementary school children of Los Angeles. The programs were produced cooperatively by the Los Angeles city schools and the Radio Division, Theater Arts Department of the University of California at Los Angeles.

It was an original series emphasizing actual human-interest stories of the UN's specialized agencies. The programs were story dramatizations of their accomplishments, and were broadcast each week as a public service.

In response to the many requests, pressings of the series are being made available on sixteen-inch discs at a cost of \$35 for the entire series of eighteen programs. Further details may be obtained by writing Dr. Herbert Popenoe, Los Angeles Board of Education, 451 N. Hill Street, Los Angeles 12, California.

American Education Week

American Education Week, November 5-11, 1950, celebrates its thirtieth anniversary. The theme for this year is *Government Of, By, and For the People*. Daily topics for the week are:

- Moral and Spiritual Values
- Responsibilities of the Citizen
- Meaning of the Ballot
- Urgent School Needs
- Opportunity for All
- Home-School-Community Teamwork
- Freedom's Heritage

The national sponsors are: National Education Association, The American Legion, National Congress of Parents and Teachers, and the Office of Education, FSA. The American College Public Relations Association is urging active cooperation by the institutions of higher learning. For a list of the special materials which have been made available at nominal cost to help planning committees develop their programs, write directly to the National Education Association, 1201 16th Street, N. W., Washington, D. C.

1951 Biennial Conference of NANE

The conference of the National Association for Nursery Education will be held on March 7-10, 1951, in the Hotel Commodore in New York City.

International Children's Work Conference

On August 7, 8, 9, 1950, the International Council of Religious Education met in Toronto, Canada. The conference was planned and developed by the children's division of the International Council of Religious Education. Two hundred fifty representatives of various denominational groups came from different parts of the world to attend this conference. Forty-one countries were represented by leaders in the field of children's work. The conference focused on making the work of protestant churches with boys and girls more effective in the area of Christian world citizenship.

Mamie Heinz of ACEI headquarters staff represented ACEI in this conference.

New Teacher Education Program at Adelphi College

Adelphi College, Garden City, New York, now offers a distinctive five-year teacher education program for nursery, kindergarten, primary, elementary and secondary schools. This leads to state certification at these levels, and to the Master of Arts degree. The Child Education Foundation and the Ann Reno Institute will cooperate in Adelphi's new program as affiliated schools.

The program includes a broad foundation in general education, enriched by supervised experiences in rural, urban, and foreign study, and in industry and social welfare. The professional aspects of the program will be enriched similarly by a variety of student teaching and internship experiences.

The first group of freshmen enrolling in the new program has been limited to fifty. During the summer these young people enjoyed a preliminary orientation period at Springdale Farms School, Canton, North Carolina. Faculty members and students lived, worked and studied together for two months prior to entering classes at Adelphi in September. Agnes Snyder is director of education in Adelphi College.

Material on American Folklore

Teachers and librarians interested in receiving free bibliographies and other materials on the use of American Folklore in public education may secure this by writing to Elizabeth Pilant, executive secretary, National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana.

Books for CHILDREN...

Editor, LELAND B. JACOBS

The child runs joyously to the door to greet the familiar appearance of an old friend. His countenance breaks into a faceful of smiles. He shows by every nerve in his active body that he is glad that his friend has come to his doorstep. His greeting is more than a verbal "Hello!" It is of the essence of genuine hospitality.

Those authors who have established friendly contacts with children's minds are always appealing visitors at childhood's door. For them the "welcome mat" is always out. They have already proved the value of their choice friendship with boys and girls.

This month all the books reviewed are from the pens of authors already familiar to children of elementary-school age.

OWLS. By Herbert S. Zim. Illustrated by James Gordon Irving. New York: William Morrow, 425 Fourth Avenue, 1950. Pp. 62.

\$2. For those boys and girls in the middle grades of the elementary school who enjoy informative nature literature, this new book by the author of *Elephants*, *Goldfish*, *Rabbits*, and *Snakes* will be a welcome one.

Owls follows much the same pattern and style of writing which have characterized the previous books in the series. The information which Zim presents is organized around such topics as the kinds, the habitat and movement, the anatomy, the food, and the values of owls. Particularly well written is that portion of the book which deals with owls' peculiarly powerful sight and hearing.

This writer, through his concise presentation of facts, makes the young reader realize that owls are more than interesting; they are extremely useful birds. As in *Snakes* and *Homing Pigeons*, James Gordon Irving's black and white drawings suitably amplify and further explain the text.

BETSY'S LITTLE STAR. By Carolyn Haywood. Illustrated by the author. New York: William Morrow, 1950. Pp. 157. \$2. Girls

and boys in the middle grades who have made the acquaintance of "B," which stands for

Betsy, and that assiduous junk dealer, Eddie, will want to read about this younger member of the family, Star, whom the milkman nicknamed Twinkle. Like the other stories in this family chronicle, the everyday happenings that are of greatest concern to Star make up the plot of the story.

How Star goes in quest of a new pair of red shoes, how she becomes the friend of the postman, how she celebrates Halloween and Thanksgiving: such homely incidents make up the ten chapters in Star's story.

Carolyn Haywood has already established an audience of child readers who, for a number of years, have been following the adventures of Betsy and Eddie. Now, in spite of the title, Star comes into her own as a human, appealing little girl. While this is not Miss Haywood's best story in the chronicle, the warmth of good family living which the book portrays will be enjoyed particularly by girls of seven to ten years of age.

ONCE UPON A TIME. Edited by Rose Dobbs. Illustrated by Flavia Gag. New York: Random House, 457 Madison Avenue, 1950. \$2. Rose Dobbs, author of *No Rooms* and *The Discontented Village*, has edited this unhackneyed collection of twenty stories worth reading or telling to children in the primary grades. The book is divided into parts: "Ever Old, Ever New," most of which stories have been retold by the editor; "Why and How," which includes less familiar stories by such writers as Rose Fyleman, Eva Knox Evans, and Carl Sandburg; and "Just for Fun," with selections by the world's traditionally great storytellers.

The editor has been astute in selecting old and new stories that are uniformly cheerful and entertaining. Flavia Gag has caught the "once upon a time" spirit in her illustrations.

THE EGG TREE. By Katherine Milhous. Illustrated by the author. New York: Charles Scribner's Sons, 597 Fifth Ave., 1950. Pp. 28. \$2. The author of *Lovina* and *Snow Over Bethlehem* has never produced a more distinguished contribution to children's literature than her most recent book for children of seven to ten years of age, *The Egg Tree*.

The story centers in the celebration of the egg festival of the Pennsylvania Dutch at Easter time. The simple plot tells how Katy

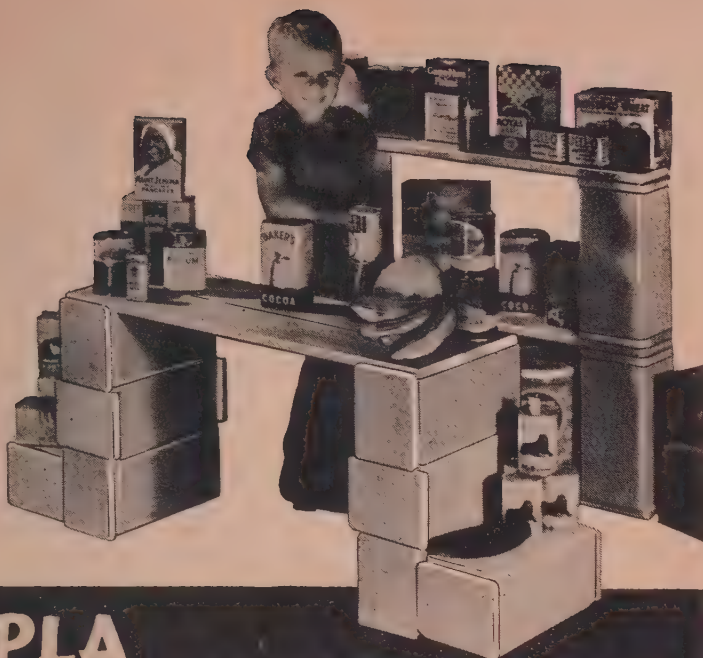
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**Social
Play..**

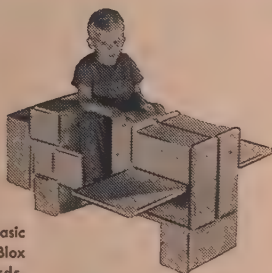
**Dramatic
Play..**

**MORE
Play..**

**with the
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Books for CHILDREN

(Continued from page 88)

and Carl search out the colored eggs, each decorated with a distinctive, lovely design, which have been hidden in the barnyard by the Rabbit. The high point, however, is when Grandmom teaches the children how to put designs on the eggs and how to make an egg tree.

The sympathetic portrayal of the Pennsylvania Dutch people, the lilting quality of the storytelling, and the distinctive decorative illustrations all combine to make this book a rare treat for the child reader. While this is distinctly an Easter story, it is never too soon to have available an outstanding holiday book like *The Egg Tree*.

ALL KINDS OF TIME. By Harry Behn.

Illustrated by the author. New York: Harcourt, Brace, and Co., 383 Madison Ave., 1950. Pp. 58. \$2. The recent appearance of

Behn's *The Little Hill* added new poetry of significance to the children's bookshelf. Now this same poet has taken a subject which always calls forth considerable conjecturing on the part of young children—time. What is time to the young child? It is the magic of machines: clocks and watches. It is the sensation and impression of time segments: seconds, minutes, hours, days, weeks, seasons, years, centuries, and forever. It is special days, particularly birthdays and Christmas.

To portray poetically the child-like fascination of the meaning of time is not easy for the mature mind to recapture. Like Virginia Lee Burton's *The Little House* and Golden McDonald's *The Little Island*, here is a book that catches the enchanting quality of time as change. In illustration, too, Behn suggests the fleeting, intangible quality of his subject.

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suited? It is for the person of any age who likes to speculate on the intriguing poetic mystery of yesterday, today, tomorrow—and forever.

JACK AND THE THREE SILLIES. Told by

Richard Chase. Illustrated by Joshua Tolford. Boston: Houghton Mifflin, 2 Park Street, 1950. Pp. 39. \$2. In 1943 Richard Chase's now-famous collection of *Jack Tales* was first published. This new story of *Jack and the Three Sillies*, published in picture-book form, is a worthy addition to the original collection.

In this story, lazy, silly Jack goes off to sell a cow and, through a series of comical swappings, comes home with only a big rock. His wife's anger over his foolishness leads her to leave Jack until she can get back the cow's worth in cash and until she has located three other men as silly as he. How Jack's wife succeeds in both her quests tickles the funny bone.

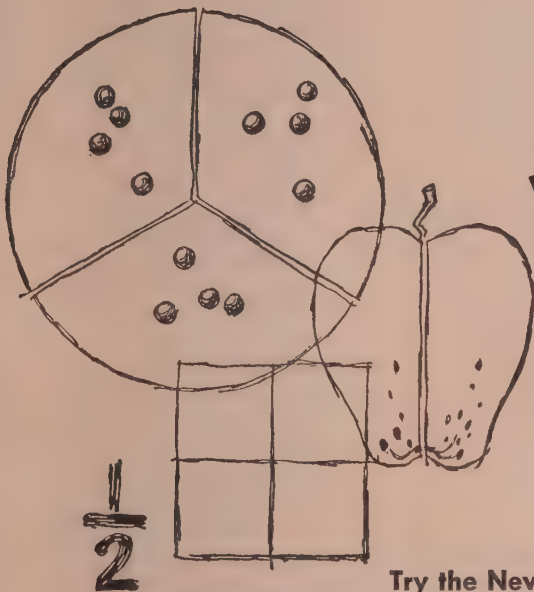
This is more a "Jack's Wife's Tale" really, for she it is whom the fascinated reader admires. Her "mother wit" stands her in good stead as she drives shrewd bargains that make laugh-provoking, captivating reading.

Here is a book to read aloud to children in the primary grades, for the natural charm of Richard Chase's own storytelling has been sparkingly transferred to print.

SUNSHINE. By Ludwig Bemelmans. Illus-

trated by the author. New York: Simon and Schuster, Inc., 1230 Sixth Avenue, 1950. Pp. 48. \$2.50. The housing shortage in New York City is the theme of this rhymed story of Mr. Sunshine, a hard-headed landlord, who dislikes animals and children. By a strange mistake he gets as a tenant Miss Moore, who runs a music school. The music teacher, in contrast to Sunshine, is fond of both children and animals. Sunshine's life becomes miserably complicated. The way in which the music teacher outwits the landlord is a genuinely funny incident which leads to his ultimate reform and a happy ending for everybody concerned.

This story of the housing shortage is not really childlike; it tends to be moralistic in a sophisticated sort of way. The illustrations, on the other hand, are again appealingly all that boys and girls have loved in those other two delightful books by Bemelmans, *Madeline* and *The Golden Basket*.



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Books for Teachers . . .

Editor, RUTH G. STRICKLAND

CURRICULUM PLANNING. By Edward A.

Krug. New York: Harper and Brothers, 49 E. 33rd St., 1950. Pp. 298. \$3. The experience the author gained in his four years of work as director of the Wisconsin Cooperative Educational Planning Program and the background of study which went into it make this book a practical and valuable contribution.

Five broad categories of activities go into curriculum planning: (1) defining or identifying the functions of the school; (2) developing the all-school program, since curriculum is conceived to be the child's total experience under the guidance of the school; (3) outlining the instructional fields and other aspects of the program to help set guide lines for the child's program of experience without prescribing it; (4) providing specific help for the classroom teacher that will bolster security and morale and still encourage initiative and concern for the needs of individual children; (5) the actual putting of all this into classroom practice, for it is in the classroom, the school, and the community that curriculum really comes to life.

Five groups of people work on these jobs—state-wide leadership groups, local leadership groups, classroom teachers, lay people, and children and youth in school. Krug takes the point of view that leadership at the state level is essential since education is an enterprise for which the state assumes responsibility. The function of state leadership is to help the local communities to study educational purposes and needs through the provision of consultant services, study guides, and the development of resource materials upon which local groups can draw.

The major responsibility falls upon local leadership because every all-school program must be tailor-made to fit the local situation. Every teacher should at some time participate in curriculum construction activities both because the teacher is the ultimate agent in bringing curriculum into being and can help to keep the entire program practical and down-to-earth, and because she grows through

the group experience of the planning itself. Lay people have an obligation to help construct the basic framework of educational purpose since the schools exist to fulfill a social function. Children are closest of all to the real problems of curriculum and their ideas and problems can help to keep the program in line with their practical needs.

The chapters dealing with the defining of educational purposes, the relating of purposes to the actual program, curriculum guides, teaching aids, teacher-learning, and evaluation contain practical and valuable materials gathered from many sources. The material is enriched at all points by the concrete experience of the author in carrying through all stages of curriculum planning at the local as well as the state level. The summary of guiding principles in the final chapter ties the whole contribution together concisely.

This book is of importance to curriculum makers and to college students who are studying curriculum planning.—R.G.S.

CLOTHING FOR CHILDREN. By Henrietta

M. Thompson and Lucille Rea. New York: John Wiley and Sons, 601 W. 26th St., 1949. Pp. 412. \$6. With time, money, and

work only secondary to thought on the subject of clothing, this book gives much needed information on this ever present problem. Henrietta Thompson is professor of home economics at the University of Alabama and Lucille Rea is from the department of Textiles and Clothing at Iowa State. They are both well qualified in this field and approach their subject through the psychological effect of clothing.

Attractive, becoming, suitable clothing affect the health and stability of the young wearer. Color design and the cut of garments may cause self-consciousness and withdrawal from a group or may add to assurance and ease of the wearer. The proper fit of garments for children is emphasized and practical suggestions are given to make clothes useful for longer periods. Too bright, too dull, too thick, or too heavy clothes often prove to be contributory factors in personality development.

The chapter on planning, selecting and making clothing recognizes the child as a member of the family group. It stresses the importance of helping the child to analyze her

(Continued on page 94)



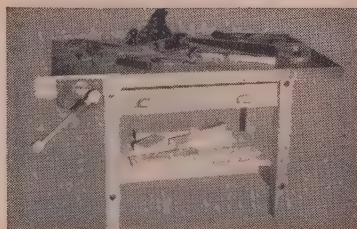
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Books for TEACHERS

(Continued from page 92)

needs, judge values, and make choices commensurate with her experience and the family income. The authors repeatedly show how the selection of clothing can affect the behavior and personality of children. Costumes, lace and ruffles, identical clothing may cause feelings of tension. They reaffirm, "When choosing clothing consider each child as an individual."

There is a most helpful portion on hand-me-downs. It shows, among many patterns, ways to make a snow suit out of an adult coat and an overcoat for a child from an old skirt. Appropriateness, texture and color of fabrics help to make good styled, comfortable, and attractive clothing at little cost.

Many drawings and photographs illustrate this book which covers quite completely the clothing problems of boys and girls from birth to twelve years of age. It is a book which will be most useful to parents, teachers, and all those who make and plan children's clothes.—Reviewed by NANCY NUNNALLY, critic teacher and instructor, Indiana University, Bloomington.

FOSTERING MENTAL HEALTH IN OUR SCHOOLS. 1950 Yearbook. Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 16th St., N.W. Pp. 320. \$3. This yearbook, showing how basing educational practice on the principles of child growth and development produces the healthy emotional climate that makes children flourish, is more than welcome to the classroom teacher. Here in a condensed and usable fashion much is gathered for understanding those factors that determine behavior and development. Clear and convincing are the explanations of those matters that move a child to action. Newer techniques that assist teachers in knowing and helping children are described and evaluated.

Most of the contributions come from one center—Chicago University's Committee on Human Development. This brings about logical references and unity. Well-planned presentation is in three major parts: (1) Factors Determining Development, (2) The Child's Motivations, and (3) Knowing and Helping the Child.

Part three will be widely used for its clear presentation and guidance in the use of some new methods of understanding "the whole child." Helen Jennings does well by socio-metric techniques and sociodrama. Therapeutic values in creative activities are touched upon. Simple and directive help in keeping and using anecdotal records is included. Understanding what a group is, and the process of group action as they relate to mental health are well documented as are most of the other parts of the volume.

Especially to be noted is the emphasis on the role of the teacher in which all-day-long she must give thought to healthy emotional climate. There are other factors, such as her own mental poise, that contribute to this climate that are not included in this year-book.

This presentation represents a step forward by going beyond the rehabilitation stress of former years into the realm of pointing up the need to create conditions for good mental health.—Reviewed by MARGARET GRANT MERCILLE, critic teacher and instructor, Indiana University, Bloomington.

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Bulletins and Pamphlets

Editor, CELIA BURNS STENDLER

Teaching for International Understanding

HOW PEOPLES WORK TOGETHER. The

United Nations and the Specialized Agencies. *Prepared by the UN Department of Public Information. New York 12: Manhattan Publishing Company, 225 Lafayette Street, 1949. Pp. 47. 50¢.* This is an attractive, profusely illustrated booklet which presents in brief outline and pictorial form the structure of the United Nations, the purposes of its six major organs, and examples of the work of each. The material is very helpful for the teacher's own background and can easily be used by children in the middle and upper grades of the elementary school.

UNESCO IN FOCUS. *By James L. Henderson. Freedom Pamphlets. New York 10: Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., 1949. Pp. 55. 25¢.* This

pamphlet presents a strong argument for the importance of education for international understanding. The report on the purposes of UNESCO, and the work it has accomplished, will be useful for teachers in building up their background of information concerning this branch of the United Nations.

THE UNITED NATIONS—4 YEARS OF ACHIEVEMENT. *Department of State Publication 3624. International Organization and Conference Series III, 36. Released September 1949. Washington 25, D. C.: Superintendent of Documents, U. S. Government Printing Office. Pp. 35. 15¢.*

This State Department booklet presents a more detailed report on the work of the United Nations and one more difficult to read. It is suitable for teachers but not for children.

WORLD UNDERSTANDING BEGINS WITH CHILDREN. *By Delia Goetz. Federal Security Agency, Office of Education. Bulletin 1949, No. 17. Washington 25, D. C.: U. S. Government Printing Office. Pp. 30. 15¢.*

In this day when so much is being written on international affairs and yet so little is material teachers can use, it is a pleasure to report on this pamphlet. Developing international

understanding is put into a broad context; the teacher is helped to see the area not as the study of another country nor as an extra subject on the program, but as something that comes with respect for the individual and an acceptance of differences. With the help of specific examples the teacher sees how this can be done at all levels of the elementary school.

A chapter on *Point of View* presents the basic aims of elementary education, as "to develop a habit of deferring judgment until they have sufficient information" and shows how this is related to world understanding.

Additional sections on preparing to teach, international understanding, selecting and evaluating materials and information, preparing for visitors from another country, sources of free material round out this very valuable pamphlet.

THE EDUCATION AND TRAINING OF TEACHERS. UNESCO Publication 359.

Paris 16: United Nations Educational, Scientific and Cultural Organization, 19, Avenue Kleber. Pp. 61. 20¢. This fine UNESCO pamphlet will be of special interest to those in teacher education. It is a report of a seminar which dealt with the training of teachers for world understanding. Child growth and development, social understanding, and helping teachers see their role as potential contributors to world understanding are the points of emphasis.

SCHOOLS FOR YOUNG CHILDREN IN TWENTY-SEVEN COUNTRIES. Chicago

5, Ill.: National Association for Nursery Education, 430 S. Michigan Ave., 1949. Pp. 50. 50¢ a copy; 40¢ for 25 copies or more. This pamphlet presents information on opportunities for young children in other countries to attend nursery school and kindergartens. Parent-teacher groups needing data to help promote the preschool cause will find grist for their mill here. Older children, too, can use the material in preparing reports on education in other countries.

FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS FOR TEACHERS.

Compiled by Leonard S. Kenworthy. New York 27: International House, 500 Riverside Drive, 1949. Pp. 100. \$1 a copy; \$10 for 12 copies. This booklet contains a comprehensive list of materials, some of

which are annotated. Materials are listed under five different sections, each with sufficient sub-headings so that they can be easily located.

Some World Problems, United States Foreign Policy, Teaching Methods and Teaching Materials, Some Regions of the World and Individual Countries, United Nations and World Government are the sections included. Some of the materials can be used by children although no age range is indicated.

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Among the Magazines...

Editor, HELEN LAMMERS

LADIES' HOME JOURNAL, July 1950. Pp. 23, 146. "Children's Museum—in Ft. Worth, Texas." Edited by Margaret Hickey.

The Children's Museum of Ft. Worth, Texas, is cited as a national example to other communities by Margaret Hickey, editor of the Public Affairs Department. It is a museum where kids can have fun, where they can dig for buried treasure—cornhusk dolls and fossils for embryo collections—in games organized by the curators.

"The children can go to any one of the museum's three young curators for the 'story' of their prize, or read about it in the museum's pleasant library. The insatiable curiosity of the youngsters about the world around them was the cornerstone of the first children's museum of natural history in Texas."

The idea developed in the Ft. Worth Schools, where understanding teachers like Miss Hue Lemma Murphy encouraged her second-graders to find out "Why does a beetle shed his skin?" or "How did the picture of a shell get on this rock?" The Administrative Women in Education (an organization of women serving the school system in executive offices) were quick to recognize the value of some permanent center where children could study and play to their hearts' content.

At the Ft. Worth museum, a Saturday morning hunt through the halls is a regular part of the program. Children play in a scale model of the stockaded settlement which was Ft. Worth only 101 years ago. The "Live Museum" housing a pet possum, a flying squirrel, several baby alligators and snakes, a "disarmed" skunk and other creatures, is a popular room. A "checking-out" system, under which the children will be able to take tame animals home as they would borrow library books, is planned.

Many of the boys and girls who go to the museum develop hobbies which will grow up with them—skills in astronomy, metalwork, and stamp collecting. One girl became so fascinated with the rocks and fossils at the museum that she dug about eagerly for more

information on geology. Her growing interest helped her with other studies, and today at college where she is majoring in geology, her professors consider her future bright in a field not overcrowded with women.

The Administrative Women in Education first began promoting the idea of the museum in 1939, as a constructive, entertaining way for children to spend their spare time. Private donations, both of collections and money, helped to get the museum started and it has since become a part of the city's budget. One of the most important initial steps in making museum visits run smoothly was the establishment of a volunteer curator service. Teachers and parents serve as guides and storytellers for the boys and girls who come to visit the museum.

This assistance from volunteers and local civic and service organizations operates in children's museums throughout the country. Junior leagues are helping in museums in fifty cities. The American Association of University Women, long interested in such projects, distributes pamphlets to local groups, telling how to start a children's museum. The William T. Hornaday Memorial Foundation has helped seventeen children's museums get under way since 1939. In other cities, the Kiwanis and Rotary Clubs, Junior Chamber of Commerce, and Parent-Teacher Associations are assisting.

McCALL'S, June 1950. P. 147. "What'll I Do Now?" By Edna Mitchell Preston and Beatrice Schenk De Regniers. This article is an answer to a letter from a nine- and one-half-year-old girl who asks why other children do not like to play with her although she is "the smartest girl in the class and has the nicest clothes of anybody."

The answer is in very matter-of-fact, worthwhile statements. The advice is that she became self-effacing and think of others first. The adviser cautions that at first it will be hard to refrain from mentioning her possessions but after a time of not talking about them she will not even think of them.

The adviser goes on to tell the little girl who has asked the question that surely as she begins to show more interest in others they, in turn, will show more interest in her. She must sell herself, not her possessions, to her peers. This is done through sharing in a gracious way, rather than in boasting.

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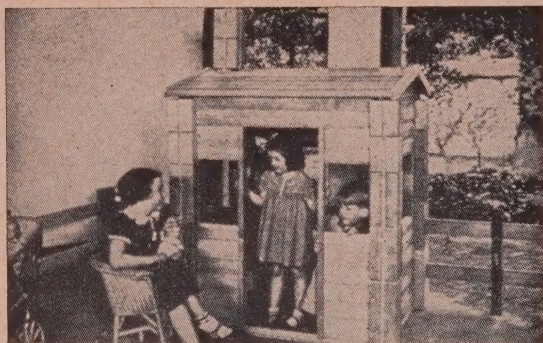
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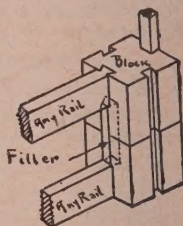
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